

**Leadership Prep Canarsie
CHARTER SCHOOL**

**2015-16 ACCOUNTABILITY PLAN
PROGRESS REPORT**

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INTRODUCTION

Katie Thaeber (Director of Operations at Leadership Prep Canarsie Middle Academy) and Christopher D'Amato (Director of Operations at Leadership Prep Canarsie Elementary Academy) prepared this 2015-16 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Linton Mann II	Chair, Executive, Academic
David Saltzman	Office, Committees
Tony Pasquariello	Vice Chair, Executive
Laura Blankfein	Academic, Development
Caroline Curry	Academic (Committee Chair)
St. Claire Gerald	Finance
John Greenstein	Finance
Michael Hall	Development
Shakima Jones	Academic
John Kim	Academic
Arvind Krishnamurthy	Academic, Audit
Alison Mass	Finance, Development
Ekwutozia U. Nwabuzor	Finance, Audit
Brett Peiser	
Ian Sacks	Academic, Development
Joseph F. Wayland	Treasurer, Executive, Finance (Committee Chair)
Jeffrey Wetzler	Academic
Chrystal Stokes Williams	Development

Christopher D'Amato has served as the Director of Operations for the Elementary Academy since 2016 and Emily Hoefling-Crouch has served as the Principal since 2013. Katie Thaeber has served as the Director of Operations for the Middle Academy since 2016 and Adam Cobb has served as the Principal since 2013.

INTRODUCTION

Leadership Prep Canarsie Charter School (Leadership Prep Canarsie) is a coed charter public school. The Leadership Prep Canarsie mission is to prepare its students to enter, succeed in and graduate from college preparatory high schools and to succeed in and graduate from college. Leadership Prep Canarsie was founded in Canarsie, Brooklyn, in August 2013 and successfully completed its third year of operation in June 2016.

Enrollment & Demographics

During the 2015-2016 school year, Leadership Prep Canarsie served 477 scholars in Kindergarten, 1st, 2nd, 5th, 6th and 7th Grades. 78% percent of Leadership Prep Canarsie students were eligible for free or reduced price lunch. 13% were identified as requiring special education services. 89% of Leadership Prep students were African American, 6% were Hispanic, and 5% identified as Other.

Teach Until They Learn

Leadership Prep Canarsie provides its students with every possible opportunity to learn. This means that Leadership Prep Canarsie not only has a longer school day that begins at 7:15 AM and ends at 4:00 PM with 6+ hours of instruction, but also has a longer school year consisting of 186 instructional days. Over the course of the school year, this is equivalent to at least 25% more instructional time than the New York City Department of Education's minimum of 5 hours of daily instruction over 181 school days in Grades K-8.

Each day consists of at least 2.5 hours of literacy instruction, at least 90 minutes of math instruction, a daily class in social studies and science, and a daily enrichment block.

Even as students leave for the day, the learning continues. Each student, including Kindergarteners, takes home at least 30 minutes of homework (called Life's Work at the Elementary Academy). Parents/guardians review and sign each evening's assignment upon completion. Also, parents receive a notice in their student's homework folder each day that their son or daughter does not complete their homework.

Character

More instructional time, however, is not enough. Leadership Prep Canarsie holds its students to high standards in behavior and community involvement. The school implements a strict code of conduct, provides explicit daily instruction in core values, and enforces a dress code consisting of a shirt, tie, belt, dress pants, and shoes. The goal is to create and maintain an energetic, orderly, and productive environment where teachers can focus on teaching and students can focus on learning,

Additionally, routines and rituals constantly reinforce Leadership Prep Canarsie's expectations, core values, and mission. This process begins before students even enter the building. Every morning, staff welcomes students outside the school's front door and greets each student by name and shakes each student's hand as they cross the threshold. This reminds students to conduct themselves with self-respect, dignity, and mindfulness—Leadership Prep Canarsie is a place for *scholars*.

Each week ends with a Friday Community Meeting. Each Community Meeting is an opportunity to reinforce and celebrate the values of Leadership Prep Canarsie and extends the classroom experience through student-performed skits that feature academic components. Each meeting

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closes with the presentation of the Leadership Prep Canarsie Blue Rubric Race Flag, awarded to the advisories that best exemplifies the spirit of Leadership Prep Canarsie in that particular week.

Staff

Two full-time teachers are assigned to each K-3 classroom and provide differentiated instruction in small groups and individually throughout the day. Students in Grades 5-7 get similar differentiated instruction through each classroom's subject teachers in Reading, Writing, Math, Social Studies, and Science. In 2015-16, every teacher held a Bachelor's Degree and 100% either held or were working toward a Master's Degree.

Open Doors

"Open Doors" at Leadership Prep Canarsie is a phrase that describes the school's desire to broaden the horizons of its students. It also refers, however, to the school's philosophy in engaging the community, particularly families. Leadership Prep Canarsie has worked toward this goal from the very beginning.

Frequent phone calls home from teachers, frequent family conferences, report cards which families are required to pick up in person, and school events keep families apprised of and engaged in their children's performance.

In 2015-2016, Leadership Prep Canarsie hosted monthly Families Involvement Committee meetings, opportunities for families to gather together to build community. Some activities are more recreationally while others are opportunities to learn more about the school's curriculum and learn ways in which families can extend the classroom through activities at home. Topics of the 2015-2016 Family Involvement Committee meetings included:

- Academic Success at Home Night
- Poetry Slam
- Game Night
- Enrichment Celebrations
- Fitness Night
- Voter Registration Fair
- Advocacy Events

Dissemination

Leadership Prep Canarsie considers the dissemination of its educational model to be an important objective inherent to its status as a charter public school. Acting upon this belief, Leadership Prep Canarsie operated with an open door policy for guests and visitors who desired an opportunity to observe the school first hand.

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School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2011-12														
2012-13														
2013-14	51					83								134
2014-15	51	49				78	69							247
2015-16	90	83	52			87	87	78						481

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

Leadership Prep Canarsie students, enrolled in at least their second year, will meet or exceed New York State Elementary Learning Standards in English Language Arts

BACKGROUND

The English Language Arts curriculum at Leadership Prep Canarsie is designed to ensure that students become fully literate and learn to read, write, and speak well. The school's English Language Arts curriculum is very closely aligned to the New York State English Language Arts Standards. As reading ability is central to student performance in all subjects in high school and college, developing this fundamental skill early determines the ultimate academic success of Leadership Prep Canarsie. Most of the Leadership Prep Canarsie scholars enter the school on their first day far below grade level.

In the key literacy-building years of Kindergarten through 3rd grade, each Leadership Prep Canarsie classroom has two teachers. Leadership Prep Canarsie relies on nearly three hours daily of literacy instruction in these early years to increase scholars' rates of reading and writing proficiency. In 5th Grade through 7th Grade, each subject has its own teacher, including one teacher for reading and one for writing. In addition to one hour of reading and one hour of writing, students in 5th through 7th grade spend a half hour reading independently and a half hour reading in guided small groups each day.

Leadership Prep Canarsie administers several different assessments throughout the year for various grade levels. Commercial assessments include the STEP Program and Accelerated Reader STAR Test. School-created assessments include: bimonthly compositions and quarterly Interim Assessments. The Special Education Coordinator and Director of Curriculum and Instruction help develop and lead extensive and intensive professional development to ensure that Leadership Prep Canarsie English Language Arts goals are met.

Goal 1: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State English language arts examination for grades 3-8.

METHOD

The school administered the New York State Testing Program English language arts ("ELA") assessment to students in 5th through 7th grade in April 2016. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year's test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students

ELEMENTARY AND MIDDLE SCHOOL GOALS

according to grade level, even if they have not enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year).

2015-16 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ¹				Total Enrolled
		IEP	ELL	Absent	Refused ²	
5	86		1			87
6	86				1	87
7	78					78
All	250		1		1	252

RESULTS

The table below presents the results of NYS ELA assessment administered by the school to 5th, 6th and 7th graders in April 2016. Each student's raw score has been converted to a grade-specific scaled score and a performance level. This year the criterion for success on this measure required students who have been enrolled in at least their second year to score at Levels 3 or 4, which marks that the student is proficient. The percentage of students at Leadership Prep Canarsie who scored at a Level 3 or 4 is presented in the table below. The school fell short of the measure to see 75% of all tested students enrolled in at least their second year to perform at or above proficiency by 31%.

Performance on 2015-16 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3				
4				
5	24%	86	38%	8
6	30%	86	33%	66
7	44%	78	46%	72
8				
All	32%	250	44%	146

EVALUATION

This is the third year that Leadership Prep Canarsie has administered the NYS ELA assessment and the first year administered to the 7th grade. We fell short of the measure by 31%. It is still the school's goal to see that at least 75% of tested students perform at proficiency on the Common Core exam after their second year. We are encouraged by increase in proficiency from 6th to 7th grade among students beyond their second year. We look forward to implementing a higher level of rigor in our English Language Arts instruction going forward to better prepare our students to meet this bar.

¹ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

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We believe that the steps we have been taking will help to increase student performance on the exam in the coming year.

- We are continuing to prioritize our teacher professional development with a renewed focus on differentiation to meet individualized teacher needs. This includes continuing to strengthen our curriculum and lesson plan alignment with Common Core Standards, providing real-time (in the moment) feedback, developing individual performance goals and implementing measures for accountability. These outlined areas of focus will enable our teachers to further drive student achievement and provide our students with the knowledge and skills to demonstrate proficiency on the Common Core examinations.
- Our school is focusing on driving the rigor in each classroom, and particularly in our reading and writing classes. Driving rigor in classrooms includes maintaining fidelity to our meticulously developed lesson plans, prioritizing time for student independent practice, and ensuring that teachers are collecting and responding to data throughout their instruction. By providing students with increased opportunities to practice and demonstrate new knowledge and skills, our school will prepare them for higher achievement more broadly, and specifically on the Common Core examinations.

ADDITIONAL EVIDENCE

Analyzing results over the past two years (there is no data of students who had been with the school for two or more years in 2013-2014), we are encouraged by the increase in percentage of proficient students between sixth and seventh grade who have been with the school two years or longer. The vast majority of 6th graders have been with the school for two years and the vast majority of 7th graders have been with the school for three years. Although we still seek the 75% measure, these increases in proficiency indicate that students achieve higher (as defined by proficiency) that longer they are students with our school.

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2013-14		2014-15		2015-16	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3						
4						
5	0	0	0%	3	38%	8
6			29%	65	33%	66
7					46%	72
8						
All	0	0	28%	68	44%	146

Goal 1: Absolute Measure

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Each year, the school’s aggregate Performance Level Index (“PLI”) on the State English language arts exam will meet the Annual Measurable Objective (“AMO”) set forth in the state’s NCLB accountability system.

METHOD

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state’s learning standards in English language arts. To achieve this measure, all tested students must have a PLI value that equals or exceeds the 2015-16 English language arts AMO of **104**. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.²

RESULTS

In 2015-2016, Leadership Prep Canarsie tested students had a PLI value of **110**, which exceeded the English language arts AMO of **104**.

English Language Arts 2015-16 Performance Level Index

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
250	22.4	45.2	26.4	6

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 45.2 & + & 26.4 & + & 6 & = & 77.6 \\
 & & & & 25.4 & + & 6 & = & \underline{32.4} \\
 & & & & & & \text{PLI} & = & 110
 \end{array}$$

EVALUATION

In 2015-2016, Leadership Prep Canarsie exceeded the English language arts AMO of 104 with a PLI value of 110. As can be gleaned from the table above, nearly half of students scored a Level 2 on the exam. Looking ahead, the school seeks to differentiate teacher professional enrichment and increase rigor in classrooms to drive students to the next level in proficiency. If all students scoring a Level 2 scored a level 3 in 2016-2017, over 75% of tested students would be proficient. With our focus on driving classroom rigor and teacher professional development around Common Core standards, we are confident that students will increase their performance level in the 2016-2017 school year.

Goal 1: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of all students in the same tested grades in the local school district.

² In contrast to SED’s Performance Index, the PLI does not account for year-to-year growth toward proficiency.

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METHOD

A school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.³

RESULTS

In 2015-2016, Leadership Prep Canarsie tested students in at least their second year outperformed all tested students in the same grades in Community District 18 on the English Language Arts exam. The school had 44% of students perform at proficiency compared to the district's 27%.

2015-16 State English Language Arts Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
5	38%	8	29%	1286
6	33%	66	26%	1040
7	46%	72	26%	1161
All	44%	146	27%	3487

EVALUATION

In 2015-2016, Leadership Prep Canarsie had a greater percentage of all tested students enrolled in at least their second year perform at proficiency on the state English language arts exam than that of all students in the same tested grades in the local school district. The school outperformed Community District 18 across 5th, 6th and 7th grades and overall with 44% of tested students in at least their second year proficient compared with 27% of district students in the same grades.

ADDITIONAL EVIDENCE

Across 2014-2015 and 2015-2016, the two years for which Leadership Prep Canarsie has data with students in at least their second year, the school has outperformed the community district overall and across all grades on the English language arts exam. In 2014-2015, 28% of Leadership Prep Canarsie students in at least their second year scored proficient compared with 23% in Community District 18. By the same metric in 2015-2016, there were 44% of Leadership Prep Canarsie students and 27% of community district students scoring proficient.

English Language Arts Performance of Charter School and Local District
by Grade Level and School Year

Grade	Percent of Students Enrolled in at Least their Second Year Scoring at or
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³ Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

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	Above Proficiency Compared to Local District Students					
	2013-14		2014-15		2015-16	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
5	NA	NA	0%	23%	38%	29%
6	NA	NA	29%	24%	33%	26%
7	NA	NA	NA	NA	46%	26%
All	NA	NA	28%	23%	44%	27%

Goal 1: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

METHOD

The SUNY Charter Schools Institute (“Institute”) conducts a Comparative Performance Analysis, which compares the school’s performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school’s actual performance to the predicted performance of public schools with a similar concentration of economically disadvantaged students. The difference between the school’s actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the requirement for achieving this measure.

Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2015-16 analysis is not yet available. This report contains 2014-15 results, the most recent Comparative Performance Analysis available.

RESULTS

In 2014-2015, the aggregate effect size for Leadership Prep Canarsie was 0.34.

2014-15 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
5	81.0	76	18%	18.7%	-0.7	-0.05
6	81.7	69	30%	18.9%	11.1	0.77
All	81.3	145	23.7%	18.8%	5	0.34

School’s Overall Comparative Performance:

Higher than expected to a meaningful degree.

ELEMENTARY AND MIDDLE SCHOOL GOALS

EVALUATION

In 2014-2015, Leadership Prep Canarsie's aggregate effect size exceeded 0.3. In the 5th grade, the effect size was slightly negative but in sixth grade, demonstrating that student achievement increases the longer students are enrolled at the school, the effect size jumped to 0.77.

ADDITIONAL EVIDENCE

Across 2013-2014 and 2014-2015, Leadership Prep Canarsie is encouraged by the significant increase in aggregate effect sizes. As the school continues to strengthen its English language program, the effect size is anticipated to increase.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/ Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2012-13	NA	NA	NA	NA	NA	NA
2013-14	5	85.2	81	17.3	18.63	-0.12
2014-15	5 and 6	81.3	145	23.7%	18.8%	0.34

Goal 1: Growth Measure⁴

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.

METHOD

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2014-15 and also have a state exam score from 2013-14 including students who were retained in the same grade. Students with the same 2013-14 score are ranked by their 2014-15 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state's release of Growth Model data, the 2015-16 analysis is not yet available. This report contains 2014-15 results, the most recent Growth Model data available.⁵

⁴ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

⁵ Schools can acquire these data from the NYSED's Business Portal: portal.nysed.gov.

ELEMENTARY AND MIDDLE SCHOOL GOALS

RESULTS

In 2014-2015, Leadership Prep Canarsie's unadjusted mean growth percentile of 53.3 exceeded the state's unadjusted median growth percentile.

2014-15 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
5	47.6	50.0
6	59.1	50.0
All	<u>53.3</u>	50.0

EVALUATION

In 2014-2015, Leadership Prep Canarsie's overall mean growth percentile was 53.3, which exceeded the state median of the 50th percentile.

ADDITIONAL EVIDENCE

There currently does not exist comparison data from past years as 2014-2015 is the first year Leadership Prep Canarsie had two years of test data.

English Language Arts Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2012-13	2013-14	2014-15	Statewide Median
5	NA	NA	47.6	50.0
6	NA	NA	59.1	50.0
All	NA	NA	53.3	50.0

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

In its third year of state testing, Leadership Prep Canarsie did not achieve the goal of having 75% of all tested students who are enrolled in at least their second year score proficient. However, the school exceeded the AMO stated goal of 104 points, scoring 110. Additionally, Leadership Prep Canarsie as a whole outperformed its district peers by 17 percentage points. The school had an effect size of .34, exceeding the goal of exceeding the predicted level of performance by an effect size of 0.3. Finally, Leadership Prep Canarsie exceeded the aggregate statewide growth percentile.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state English language arts exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Achieved

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Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2013-14 school district results.)	Achieved
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	Achieved

ACTION PLAN

Leadership Prep Canarsie supplements the core reading program for struggling readers through a targeted Guided Reading and Independent Reading program. These interventions allow Leadership Prep to provide highly specialized, intervention-based instruction to students identified as at-risk for academic failure in reading. There are additionally small group instruction supports provided by the school's special education teachers in reading classes across each grade.

Leadership Prep will also prioritize the implementation professional development programs targeted to the individual teacher as well as towards ELA instruction. In preparation for the 2016-2017 school year, all teachers will participate in guided and independent reading training, and all English language teachers will participate in three days of content/curriculum-specific training with teachers across the Uncommon Schools network. These trainings will be conducted by content experts and master teachers across Uncommon Schools. Moreover, Leadership Prep will continue to deliver professional development for all teachers on Evidence-Based Questions, interactive reading, Accountable Independent Reading and Habits of Discussion.

Beginning two years ago, Leadership Prep Canarsie began the modification of the schools' existing curricula for ELA, working to strengthen its reading instruction and align the ELA curriculum with the new Common Core learning standards. Leadership Prep Canarsie has continued this work since, as with the adoption of Common Core, we need to factor in the Lexile level of text. Furthermore, teachers will continue to make conversations more text-based, and students will continue using text-based evidence to support verbal and written responses.

While our narrative reading began aligning with Common Core in 2013-2014, the work that our experienced teachers and instructional leaders have been doing over the last two years will ensure that our informational reading is also Common Core aligned. In addition, teachers and instructional leaders are working to strengthen our writing curriculum so that there is an increased focus on the techniques used to teach writing and so that students are receiving an increased amount of feedback on their writing. This will ensure that student performance on the New York State ELA exam is furthered in future years.

Quarterly Interim Assessments, in which all Leadership Prep Canarsie students participate, have

ELEMENTARY AND MIDDLE SCHOOL GOALS

also been redesigned to be more aligned with Common Core. For example, passages are continually more rigorous and the questions require students to go back to the text to analyze and synthesize information. Additionally, passages used in both narrative and informational reading are Lexile leveled to ensure that students are accessing and reading text at the appropriate levels for their grade and content according to the Common Core Learning standards.

Leadership Prep Canarsie remains strongly committed to keeping literacy at the forefront of our curriculum and to taking whatever steps are necessary to ensure that all of our students become proficient readers and writers. Leadership Prep Canarsie is energized by the challenge that more rigorous Common Core standards present. As part of the Uncommon Schools network, Leadership Prep Canarsie will continue to make changes to its curriculum and professional development program to be better prepared to address the increased rigor of the Common Core standards.

MATHEMATICS

Goal 2: Mathematics

Students will demonstrate competency in the understanding and application of mathematical computation and problem solving.

BACKGROUND

Leadership Prep Canarsie employs a rigorous, fast paced math program that is designed to carry all students through a minimum of one year of high school algebra by the time they complete eighth grade.

Leadership Prep Canarsie executes Uncommon network-driven math lessons which align with Common Core standards. The Uncommon curriculum allows scholars to deep dive into mathematical conceptual understanding. Through the use of cognitively guided instruction children have the opportunity to explore using a variety of different strategies. Some of these strategies are:

- Base tens
- Pictures
- Algorithms

Scholars at Leadership Prep Canarsie receive 60-90 minutes of math instruction each day. The math program in K-2 includes a 20 minute Math Meeting as well as a lesson and practice for 60 minutes in Kindergarten, 70 minutes in 1st grade, and 75 minutes in 2nd grade. The 3rd grade math program does not have math meeting but lasts 80 minutes. The math program in Grades 5, 6 and 7 include an independent practice section as part of 90 minutes of math instruction.

Leadership Prep Canarsie's math curriculum uses various methodologies and approaches to move students towards competency in the understanding and application of mathematical computation and problem solving. The school is committed to meeting its accountability plan goals related to mathematics as listed below:

ELEMENTARY AND MIDDLE SCHOOL GOALS

Goal 2: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State mathematics examination for grades 3-8.

METHOD

The school administered the New York State Test in mathematics assessment to students in 5th through 7th grade in April 2016. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year's test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year.

2015-16 State Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ⁶				Total Enrolled
		IEP	ELL	Absent	Refused	
5	86				1	87
6	86				1	87
7	77			1		78
All	249	0	0	1	2	252

RESULTS

In 2015-2016, 49% of all Leadership Prep Canarsie tested students enrolled in at least their second year performed at proficiency on the New York State mathematics examination. This fell short of the goal for 75% of all tested students in at least their second year performing at proficiency.

Performance on 2015-16 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
5	42%	86	43%	7
6	37%	86	38%	66
7	49%	77	52%	71
All	43%	249	45%	144

⁶ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

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EVALUATION

In 2015-2016, Leadership Prep Canarsie fell short of its goal for 75% of all tested students in at least their second year performing at proficiency on the New York State mathematics examination. We look forward to implementing a higher level of rigor in our mathematics program going forward to better prepare our students to meet this bar. In evaluating our Middle Academy scholars' results, we are strengthening our math curriculum and teacher development to help bring all our scholars, not just those in at least their second year closer to meeting the 75% goal of proficiency.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2013-14		2014-15		2015-16	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
5	0%	0	0%	3	43%	7
6	NA	NA	57%	65	38%	66
7	NA	NA	NA	NA	52%	71
All	NA	NA	54%	68	45%	144

Goal 2: Absolute Measure

Each year, the school's aggregate Performance Level Index ("PLI") on the State mathematics exam will meet the Annual Measurable Objective ("AMO") set forth in the state's NCLB accountability system.

METHOD

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in mathematics. To achieve this measure, all tested students must have a PLI value that equals or exceeds the 2015-16 mathematics AMO of 101. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.⁷

RESULTS

Leadership Prep Canarsie scored a PLI of 129.2 in 2015-2016, which exceed the mathematics AMO of 101.

Mathematics 2015-16 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
249	13.3%	44.2%	30.5%	12%

⁷ In contrast to NYSED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

ELEMENTARY AND MIDDLE SCHOOL GOALS

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 44.2\% & + & 30.5\% & + & 12\% & = & 86.7 \\
 & & & & 30.5\% & + & 12\% & = & \underline{42.5} \\
 & & & & & & \text{PLI} & = & 129.2
 \end{array}$$

EVALUATION

In 2015-2016, Leadership Prep Canarsie's aggregate PLI on the state mathematics exam exceeded the AMO set forth in the state's NCLB accountability system. With a PLI of 129.2, the school exceeded the AMO of 101 by 28.2.

As can be gleaned from the table above, nearly 75% of students scored either a 2 or 3 on the New York State mathematics exam. Looking ahead, the school seeks to differentiate teacher professional enrichment and increase rigor in classrooms to drive students to the next level in proficiency. If all students scoring a Level 2 scored a level 3 in 2016-2017, nearly 90% of tested students would be proficient. With our focus on driving classroom rigor and teacher professional development around Common Core standards, we are confident that students will increase their performance level in the 2016-2017 school year.

Goal 2: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of all students in the same tested grades in the local school district.

METHOD

A school compares the performance of tested students enrolled in at least their second year to that of all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.⁸

RESULTS

In 2015-2016, Leadership Prep Canarsie's aggregate school performance of students with at least two years was 45% proficiency compared to 21.3% proficiency among students in the same tested grades in Community District 18.

2015-16 State Mathematics Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
5	43%	7	22%	1300

⁸ Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

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6	38%	66	23%	1042
7	52%	71	19%	1175
All	45%	144	21.3%	3617

EVALUATION

Leadership Prep Canarsie exceeded the aggregate district performance across all grades. In 5th, 6th and 7th grade, respectively, 43%, 38% and 52% of students with at least two years at the school achieved proficiency on the New York State mathematics exam. On the aggregate, 45% of school students with at least two years scored proficient on the exam compared with 21.3% of students in Community District 18.

ADDITIONAL EVIDENCE

Across 2014-2015 and 2015-2016, the two years for which Leadership Prep Canarsie has data with students in at least their second year, the school has outperformed the community district overall and across all grades on the Mathematics exam. In 2014-2015, 54% of Leadership Prep Canarsie students in at least their second year scored proficient compared with 19% in Community District 18. By the same metric in 2015-2016, there were 45% of Leadership Prep Canarsie students and 21% of community district students scoring proficient.

Mathematics Performance of Charter School and Local District
by Grade Level and School Year

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2013-14		2014-15		2015-16	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
5	NA	NA	0%	19%	43%	22%
6	NA	NA	57%	19%	38%	23%
7	NA	NA	NA	NA	52%	19%
All	NA	NA	54%	19%	45%	21.3%

Goal 2: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

METHOD

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school's actual performance to the predicted performance of public schools with a similar concentration of economically disadvantaged students. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size.

ELEMENTARY AND MIDDLE SCHOOL GOALS

An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the requirement for achieving this measure.

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2015-16 analysis is not yet available. This report contains 2014-15 results, the most recent Comparative Performance Analysis available.

RESULTS

In 2014-2015, Leadership Prep Canarsie's aggregate effect size on the New York State mathematics exam was 1.15.

2014-15 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
5	81.0	76	41%	28.8%	12.2	0.66
6	81.7	69	57%	24.7%	32.3	1.69
All	81.3	145	48.6%	26.9%	21.7%	1.15

School's Overall Comparative Performance:

Higher than expected to a large degree.

EVALUATION

In 2014-2015, Leadership Prep Canarsie's aggregate effect size was on the New York State mathematics exam was 1.15, exceeding the 0.3 benchmark. The effect size in 5th grade was .66 and in 6th grade it was 1.69.

ADDITIONAL EVIDENCE

Across 2013-2014 and 2014-2015, Leadership Prep Canarsie saw a significant jump in the aggregate effect size. The effect size in 2013-2014 was slightly negative at -0.15 compared with 1.15 in 2014-2015.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/ Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2012-13	NA	NA	NA	NA	NA	NA
2013-14	5	85.4	82	24.4	27.04	-0.15
2014-15	5,6	81.3	145	48.6%	26.9%	1.15

ELEMENTARY AND MIDDLE SCHOOL GOALS

Goal 2: Growth Measure⁹

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.

METHOD

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2014-15 and also have a state exam score in 2013-14 including students who were retained in the same grade. Students with the same 2013-14 scores are ranked by their 2014-15 scores and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state's release of Growth Model data, the 2015-16 analysis is not yet available. This report contains 2014-15 results, the most recent Growth Model data available.¹⁰

In 2014-2015, Leadership Prep Canarsie's unadjusted mean growth percentile of 73.7 exceeded the state's unadjusted median growth percentile.

2014-15 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
5	67.9	50.0
6	79.8	50.0
All	73.7	50.0

EVALUATION

In 2014-2015, Leadership Prep Canarsie's overall mean growth percentile of 73.7 exceeded the state median of the 50th percentile. In 5th and 6th grade, respectively, the mean growth percentiles were 67.9 and 79.8, both of which exceeded the statewide median.

ADDITIONAL EVIDENCE

There currently does not exist comparison data from past years as 2014-2015 is the first year Leadership Prep Canarsie had two years of test data.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile
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⁹ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

¹⁰ Schools can acquire these data from the NYSED's business portal: portal.nysed.gov.

ELEMENTARY AND MIDDLE SCHOOL GOALS

	2012-13	2013-14	2014-15	Statewide Median
5	NA	NA	67.9	50.0
6	NA	NA	79.8	50.0
All	NA	NA	<u>73.7</u>	50.0

SUMMARY OF THE MATHEMATICS GOAL

Leadership Prep Canarsie did not achieve the absolute measure of at least 75% of tested students in at least their second year performing at proficiency. However, the school exceeded the AMO of 101 by 28.2 with a PLI of 129.2. Further, Leadership Prep Canarsie achieved the comparative measure of tested students performing at a greater level of proficiency than the local school district (54% compared with 45%). The school also met its goal of exceeding the predicted level of performance by an effect size of 0.3. The Leadership Prep Canarsie effect size was 1.15. Finally, Leadership Prep Canarsie exceeded the statewide median growth percentile with 73.7.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state mathematics exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2013-14 school district results.)	Achieved
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	Achieved

ACTION PLAN

Leadership Prep Canarsie will continue to employ the Uncommon math curriculum and differentiated instruction, methodologies and approaches to move students towards competency in the understanding and application of mathematical computation and problem solving. The school will also continue to provide additional push-in and pull-out support through our special education coordinator and learning support teachers to further address the needs of our student sub-populations. Leadership Prep Canarsie is committed to meeting its accountability plan goals related

ELEMENTARY AND MIDDLE SCHOOL GOALS

to mathematics as listed above.

As in ELA, as part of the Uncommon Schools network, Leadership Prep Canarsie will continue to make changes to its math curriculum to be better prepared to address the increased rigor of the Common Core standards. Beginning two years ago, Leadership Prep Canarsie has been modifying the schools' existing curricula for math, ensuring that those curricula are aligned to the Common Core Learning Standards. Consequently, math lessons will continue to be adjusted so that the structure and the work students complete are aligned to Common Core standards. Math lessons have been, and are continuously being revised so that student activities more closely align to the objective, and the independent practices are as rigorous as the lessons being taught to students. Scope and sequences are also being revised to ensure that math meeting in grades Kindergarten through 3rd grade, and fact practices in grades 5-7 are focused solely on reviewing difficult to master material throughout the school year.

Additionally, quarterly Interim Assessments will also continue to be redesigned ensuring that each Common Core Learning Standard is taught, assessed and ultimately mastered.

Finally, across all subjects Leadership Prep Canarsie is prioritizing differentiated teacher development to define goals and accountability metrics for student achievement in the classroom. We are also focused on increasing the level of rigor in classrooms will result in increased student achievement.

ELEMENTARY AND MIDDLE SCHOOL GOALS

SCIENCE

Goal 3: Science

Leadership Prep Canarsie students, enrolled in at least their second year, will meet or exceed New York State Elementary Learning Standards in Science.

BACKGROUND

Leadership Prep Canarsie curricula in Science and Social Studies are based on a combination of the NYS Science and Social Studies Standards and the Core Knowledge curriculum, designed by Professor E. D. Hirsch, Jr., author of *Cultural Literacy* and *The Schools We Need*. The school meets all New York City and State Standards and will go beyond them in our coverage of some units, such as Science Biographies for each grade level.

The Leadership Prep Canarsie curriculum for Core Knowledge (Science and Social Studies) is created within the Uncommon Schools Network. Lesson plans, associated multi-media resource materials and assessments are aligned to NYS standards. The curricula is designed with minute-by-minute plans for teachers to execute in their classrooms. The plans include a variety of activities: hands-on experiments, reading and responding to complex non-fiction texts, classroom discussion and debate of key issues, vocabulary instruction, and student presentations.

Goal 3: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State science examination.

METHOD

Given that Leadership Prep Canarsie enrolled only Kindergarten, 1st, 2nd, 5th, 6th and 7th grade students during 2015-2016, the school did not administer the New York State Science Exam.

RESULTS

N/A

Charter School Performance on 2015-16 State Science Exam
By All Students and Students Enrolled in At Least Their Second Year

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	NA	NA	NA	NA
8	NA	NA	NA	NA
All	NA	NA	NA	NA

ELEMENTARY AND MIDDLE SCHOOL GOALS

EVALUATION

N/A

ADDITIONAL EVIDENCE

N/A

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2013-14		2014-15		2015-16	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4	NA	NA	NA	NA	NA	NA
8	NA	NA	NA	NA	NA	NA
All	NA	NA	NA	NA	NA	NA

Goal 3: Comparative Measure

Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state science exam will be greater than that of all students in the same tested grades in the local school district.

METHOD

The school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year and the results for the respective grades in the local school district.

RESULTS

Given that Leadership Prep Canarsie enrolled only Kindergarten, 1st, 2nd, 5th, 6th and 7th grade students during 2015-2016, the school did not administer the New York State Science Exam.

2015-16 State Science Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	NA	NA	NA	NA
8	NA	NA	NA	NA
All	NA	NA	NA	NA

ELEMENTARY AND MIDDLE SCHOOL GOALS

EVALUATION

N/A

ADDITIONAL EVIDENCE

N/A

Science Performance of Charter School and Local District
by Grade Level and School Year

Grade	Percent of Charter School Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students					
	2013-14		2014-15		2015-16	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
4	NA	NA	NA	NA	NA	NA
8	NA	NA	NA	NA	NA	NA
All	NA	NA	NA	NA	NA	NA

SUMMARY OF THE SCIENCE GOAL

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	N/A
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the local school district.	N/A

ACTION PLAN

N/A

NCLB

Goal 4: NCLB

The school will make Adequate Yearly Progress.

Goal 4: Absolute Measure

Under the state’s NCLB accountability system, the school’s Accountability Status is in good standing: the state has not identified the school as a Focus School nor determined that it has met the criteria to be identified as school requiring a local assistance plan.

METHOD

Because *all* students are expected to meet the state's learning standards, the federal No Child Left Behind legislation stipulates that various sub-populations and demographic categories of students among all tested students must meet state proficiency standards. New York, like all states, established a system for making these determinations for its public schools. Each year the state issues School Report Cards. The report cards indicate each school’s status under the state’s No Child Left Behind (“NCLB”) accountability system.

RESULTS

Leadership Prep Canarsie received a “Good Standing” status under the NCLB accountability system. The school has diligently worked to meet each NCLB requirement and comply with all stated guidelines in our first three years of testing and we will maintain this going forward.

EVALUATION

Leadership Prep Canarsie is currently in “Good Standing” under the NCLB accountability system and will continue to work diligently to meet each NCLB requirement and comply with all stated guidelines.

NCLB Status by Year

Year	Status
2013-14	Good Standing
2014-15	Good Standing
2015-16	Good Standing

HIGH SCHOOL GOALS: COLLEGE PREPARATION

Given that Leadership Prep Canarsie enrolled only Kindergarten, 1st, 2nd, 5th, 6th and 7th grade students during 2015-2016 and no students have matriculated to high school, the school does not have data for this section.